

# Texas Education Agency Standard Application System (SAS)

## 2014-2016 Technology Lending Program Grant

|                               |  |  |
|-------------------------------|--|--|
| <b>Program authority:</b>     | General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32  | <b>FOR TEA USE ONLY</b><br><small>Write NOGA ID here</small> |
| <b>Grant period:</b>          | October 1, 2014, to August 31, 2016  |  |
| <b>Application deadline:</b>  | 5:00 p.m. Central Time, May 13, 2014   | <small>Place date stamp here</small>                         |
| <b>Submittal information:</b> | <b>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</b><br><div style="text-align: center;"> Document Control Center, Division of Grants Administration<br/> Texas Education Agency<br/> 1701 North Congress Ave<br/> Austin TX 78701-1494 </div> |  |
| <b>Contact information:</b>   | Kathy Ferguson: techlending@tea.state.tx.us;<br>(512) 463-9400   |  |

### Schedule #1—General Information

#### Part 1: Applicant Information

|                   |                   |                             |                |
|-------------------|-------------------|-----------------------------|----------------|
| Organization name | County-District # | Campus name/#               | Amendment #    |
| Three Way ISD     | 072-901           | Three Way EI                |                |
| Vendor ID #       | ESC Region #      | US Congressional District # | DUNS #         |
|                   | ESC 11            | 31                          | 013040043      |
| Mailing address   |                   | City                        | State ZIP Code |
| 247 CR 207        |                   | Stephenville                | TX 76401       |

#### Primary Contact

|              |                |           |                |
|--------------|----------------|-----------|----------------|
| First name   | M.I.           | Last name | Title          |
| Randall      | P              | Ryan      | Superintendent |
| Telephone #  | Email address  |           | FAX #          |
| 254-965-6496 | pryan@twisd.us |           | 254-965-3357   |

#### Secondary Contact

|              |                  |           |                  |
|--------------|------------------|-----------|------------------|
| First name   | M.I.             | Last name | Title            |
| Jennifer     | R                | Bailey    | Business Manager |
| Telephone #  | Email address    |           | FAX #            |
| 254-965-6496 | jbailey@twisd.us |           | 254-965-3357     |

#### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

|              |                |           |                |
|--------------|----------------|-----------|----------------|
| First name   | M.I.           | Last name | Title          |
| Randall      | P              | Ryan      | Superintendent |
| Telephone #  | Email address  |           | FAX #          |
| 254-965-6496 | pryan@twisd.us |           | 254-965-3357   |

Signature (blue ink preferred)

Date signed

May 8, 2014

*Only the legally responsible party may sign this application.*

701-14-107-188

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                    |                                     |
|------------|---|-------------------------------------|-------------------------------------|
|            |   | New                                 | Amended                             |
| 1          | General Information   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/> | N/A                                 |
| 4          | Request for Amendment                                       | N/A                                 | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)                 | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                                | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600/15XX)                                  | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 14         | Management Plan   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 16         | Responses to Statutory Requirements                         | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
|---|----------------|--|

No fiscal-related attachments are required for this grant.

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
|---|---|--|

No program-related attachments are required for this grant.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant.   |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.  |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements. |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #   | Provision/Assurance   |
|-----|---|
| 1.  | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2.  | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.   |
| 3.  | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.   |
| 4.  | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.  |
| 5.  | The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.   |
| 6.  | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).   |
| 7.  | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.   |
| 8.  | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.   |
| 9.  | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.   |
| 10. | The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.   |
| 11. | The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.   |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.  |
| 12. | The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.   |
| 13. | The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 <sup>st</sup> year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.   |
| 14. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.  |

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #4—Request for Amendment**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

|    |  |                          | A   | B                 | C               | D                  |
|----|--|--------------------------|---|-------------------|-----------------|--------------------|
| #  | Schedule #                             | Class/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>Total |
| 2. | Schedule #8: Contracted Services       | 6200                     | \$  | \$                | \$              | \$                 |
| 3. | Schedule #9: Supplies and Materials    | 6300                     | \$  | \$                | \$              | \$                 |
| 4. | Schedule #10: Other Operating Costs    | 6400                     | \$  | \$                | \$              | \$                 |
| 5. | Schedule #11: Capital Outlay           | 6600/<br>15XX            | \$  | \$                | \$              | \$                 |
| 6. | Total direct costs:                    |                          | \$  | \$                | \$              | \$                 |
| 7. | <a href="#">Indirect cost</a> (    %): |                          | \$  | \$                | \$              | \$                 |
| 8. | Total costs:                           |                          | \$  | \$                | \$              | \$                 |

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1.     | N/A                         |                       |                   |
| 2.     | N/A                         |                       |                   |
| 3.     | N/A                         |                       |                   |
| 4.     | N/A                         |                       |                   |
| 5.     | N/A                         |                       |                   |
| 6.     | N/A                         |                       |                   |
| 7.     | N/A                         |                       |                   |

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Three Way ISD is a small, rural school district located 11 miles east of Stephenville. We are a one-campus district (Pre-K through 8) with an average student enrollment of 67 students, 12 of which are PreK. Three Way ISD (a one campus district) consists of a diverse group of students with a wide range of financial means. The biggest challenge faced by our school is our 83.5% economically disadvantaged student population. While Three Way ISD strives to meet the needs of all of our students, with budgetary constraints, it is becoming ever more difficult to provide up-to-date technology tools needed to educate our students with the 21<sup>st</sup> century skills necessary to succeed in secondary education.

The smallness of Three Way ISD affords our school the opportunity to improve learning by offering more individualized and personalized educational programs. Our smallness also allows our teachers to collaborate and to work together on project-based projects. Our administrative staff members have several additional duties compared to their counterparts in larger districts. For example, our Superintendent also serves as the Principal and our Business Manager also oversees our library automation system and assists with the inventorying and checking out of books and equipment.

Three Way ISD presently has a technology lending program in which 35 iPads are checked out to students. These iPads help our students with homework, research and remediation. However, we do not have enough iPads to provide every student a device. With the economic situation of most of our students, even if they were given a personal computing device, the majority of them do not have Internet access at home for after-hours access to vast amount of online resources available to them.

If awarded this Technology Lending Grant and with our continued annual local fund commitment, Three Way ISD will be able to provide a one-to-one initiative for all of our students. Three Way ISD, as evident in our progressive technology plan, is committed to providing our students an education that not only meets State standards but provides them with life-long technology skills. If awarded this grant, we would not only be able to enhance the existing curriculum but also continue meeting the goals of our technology plan (OBJECTIVE 6.4: Provide on-demand access for every student to appropriately configured computer workstations and the best available technologies to all students and staff in classrooms, libraries, school offices, and in other work areas, ensuring accessibility for disabled students and staff as required by the ADA. STRATEGY 6.4.2: Maintain a 1:1 student to computer ratio).

We plan to continue to add supplemental online materials in all educational areas but we desperately need more hardware to complete this project. Education is a right provided for all students and it is our responsibility as a school district to exhaust every means to provide that education to our student population. The personal benefits the students would realize from this project would be on-going as it not only improves their test scores in high school but it also gives our students a competitive edge in college placements. Since we are a small rural school we could serve all students in those grades and provide equitable access to all students.

During our assessment process, Three Way ISD identified the following needs:

- Increase science scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments was 45%. That is 35% behind the State average of 80%.
- Increase math scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments was 71%. That is 8% behind the State average of 79%.
- Increase writing scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments was 38% for our 4th graders. That is 33% behind the State average of 71%.
- Provide access to a personal computing device for students to complete instructional/supplemental assignments and to enhance their instruction both at school and at home.
- Provide Internet access at home for students who are not afforded this resource in an effort to level the playing field for all of our students.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

If grant funds are awarded, eight of our existing iPads will be given to our instructional staff members so that they can become even more proficient on applications and technology integration tools to assist in their instruction. Twelve of the existing iPads will be provided to the Pre-K students, leaving us with 15 iPads for this new 1:1 initiative. Therefore we are requesting grant funds for 40 iPads (55 total students in grades K-8) and hot spots. iPads would be made available to all students and use would be monitored by the administration. The hardware will be barcoded and checked out to students through our existing library automation system so that these devices can be used at school and at home. This process would provide equitable access to lending equipment and Internet access for all students in grades PreK-8 including economically disadvantaged and students with disabilities. Students would complete a technology lending equipment form as well as training to ensure proper handling and usage of the equipment. Each iPad would contain insurance and an internal tracking system. Students who do not have Internet access in their homes will also be provided with a hot spot for usage while doing academic work away from school. The devices' history will be checked on a regular basis to assure proper usage of school issued devices.

If grant objectives are met, Three Way ISD expects to meet the following evaluation criteria: Increased STAAR results in science, math, and writing; the number of project-based learning activities which utilize technology; and the number of online supplemental programs utilized by teachers. Ongoing monitoring of grant activities will provide insight into necessary changes that need to be made so that the students of Three Way ISD benefit greatly from funds received. The key for our district is to utilize several funding sources, including possibly these grant funds, toward a technology-rich environment for our students which aligns directly with our district's mission: Providing a quality education to meet the varied needs of a diverse student population so that every learner shall have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen.

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On this date:

By TEA staff person:



**Schedule #6—Program Budget Summary**

| County-district number or vendor ID: 072-901  |   |                          | Amendment # (for amendments only): |               |                           |
|---|---|--------------------------|------------------------------------|---------------|---------------------------|
| Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32 |   |                          |                                    |               |                           |
| Grant period: October 1, 2014, to August 31, 2016   |   |                          | Fund code: 410                     |               |                           |
| <b>Budget Summary</b>   |   |                          |                                    |               |                           |
| Schedule #  | Title                                       | Class/<br>Object<br>Code | Program<br>Cost                    | Admin<br>Cost | Total<br>Budgeted<br>Cost |
| Schedule #8   | Professional and Contracted Services (6200) | 6200                     | \$8532.80                          | \$0           | \$8532.80                 |
| Schedule #9   | Supplies and Materials (6300)               | 6300                     | \$34270                            | \$0           | \$34270                   |
| Schedule #10  | Other Operating Costs (6400)                | 6400                     | \$6760                             | \$0           | \$6760                    |
| Schedule #11  | Capital Outlay (6600/15XX)                  | 6600/<br>15XX            | \$0                                | \$0           | \$0                       |
| Total direct costs:   |   |                          | \$49562.80                         | \$0           | \$48562.80                |
| Percentage% <u>indirect costs</u> (see note):   |   |                          | N/A                                | \$            | \$                        |
| Grand total of budgeted costs (add all entries in each column):   |   |                          | <b>\$49562.80</b>                  | <b>\$0</b>    | <b>\$49562.80</b>         |
| <b>Administrative Cost Calculation</b>  |   |                          |                                    |               |                           |
| Enter the total grant amount requested:   |   |                          |                                    |               | \$0                       |
| Percentage limit on administrative costs established for the program (15%):   |   |                          |                                    |               | × .15                     |
| Multiply and round down to the nearest whole dollar. Enter the result.  |   |                          |                                    |               | \$0                       |
| This is the maximum amount allowable for administrative costs, including indirect costs:  |   |                          |                                    |               | \$0                       |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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|   |                      |
|---|----------------------|
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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description  |  | Grant Amount Budgeted |
|---|--|-----------------------|
| 6269  | Rental or lease of buildings, space in buildings, or land<br>Specify purpose:  | \$                    |
| 6299  | Contracted publication and printing costs (specific approval required only for nonprofits)<br>Specify purpose:   | \$                    |
| 62XX  | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:<br><input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:<br><input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:<br><input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:<br><input type="checkbox"/> Building use <input type="checkbox"/> Other:<br><input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:<br><input type="checkbox"/> Telephone <input type="checkbox"/> Other:<br><input type="checkbox"/> Administrative <input type="checkbox"/> Other: | \$                    |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: |  | \$                    |

**Professional Services, Contracted Services, or Subgrants Less Than \$10,000**

| #   | Description of Service and Purpose                             | Check If Subgrant        | Grant Amount Budgeted |
|---|--|--------------------------|-----------------------|
| 1   | Saguaro Technologies – IT support... maintenance of iPads      | <input type="checkbox"/> | \$5000                |
| 2   | Verizon Wireless Jetpack data service 28 GB (\$147.20 monthly) | <input type="checkbox"/> | \$3532.80             |
| 3   |  | <input type="checkbox"/> | \$                    |
| 4   |  | <input type="checkbox"/> | \$                    |
| 5   |  | <input type="checkbox"/> | \$                    |
| 6   |  | <input type="checkbox"/> | \$                    |
| 7   |  | <input type="checkbox"/> | \$                    |
| 8   |  | <input type="checkbox"/> | \$                    |
| 9   |  | <input type="checkbox"/> | \$                    |
| 10  |  | <input type="checkbox"/> | \$                    |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: |  |                          | \$8532.80             |

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000**

|  |  |  |
|--|--|--|
| Specify topic/purpose/service:                               |  | <input type="checkbox"/> Yes, this is a subgrant |
| Describe topic/purpose/service:                              |  |  |
| <b>Contractor's Cost Breakdown of Service to Be Provided</b> |  | <b>Grant Amount Budgeted</b>                     |
| 1  | Contractor's payroll costs      # of positions:              | \$   |
|  | Contractor's subgrants, subcontracts, subcontracted services | \$   |
|  | Contractor's supplies and materials                          | \$   |
|  | Contractor's other operating costs                           | \$   |
|  | Contractor's capital outlay (allowable for subgrants only)   | \$   |
| Total budget:  |  | \$   |

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|   |                      |
|---|----------------------|
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**Schedule #8—Professional and Contracted Services (6200)**

County-District Number or Vendor ID: 072-901

Amendment number (for amendments only):

**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

|               |  |                 |  |
|---------------|--|-----------------|--|
| 2             | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |
|               | Describe topic/purpose/service:                              |                 |  |
|               | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Grant Amount Budgeted</b>                     |
|               | Contractor's payroll costs                                   | # of positions: | \$   |
|               | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   |
|               | Contractor's supplies and materials                          |                 | \$   |
|               | Contractor's other operating costs                           |                 | \$   |
|               | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   |
| Total budget: |  | \$              |  |
| 3             | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |
|               | Describe topic/purpose/service:                              |                 |  |
|               | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Grant Amount Budgeted</b>                     |
|               | Contractor's payroll costs                                   | # of positions: | \$   |
|               | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   |
|               | Contractor's supplies and materials                          |                 | \$   |
|               | Contractor's other operating costs                           |                 | \$   |
|               | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   |
| Total budget: |  | \$              |  |
| 4             | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |
|               | Describe topic/purpose/service:                              |                 |  |
|               | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Grant Amount Budgeted</b>                     |
|               | Contractor's payroll costs                                   | # of positions: | \$   |
|               | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   |
|               | Contractor's supplies and materials                          |                 | \$   |
|               | Contractor's other operating costs                           |                 | \$   |
|               | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   |
| Total budget: |  | \$              |  |
| 5             | Specify topic/purpose/service:                               |                 | <input type="checkbox"/> Yes, this is a subgrant |
|               | Describe topic/purpose/service:                              |                 |  |
|               | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |                 | <b>Grant Amount Budgeted</b>                     |
|               | Contractor's payroll costs                                   | # of positions: | \$   |
|               | Contractor's subgrants, subcontracts, subcontracted services |                 | \$   |
|               | Contractor's supplies and materials                          |                 | \$   |
|               | Contractor's other operating costs                           |                 | \$   |
|               | Contractor's capital outlay (allowable for subgrants only)   |                 | \$   |
| Total budget: |  | \$              |  |

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**Schedule #8—Professional and Contracted Services (6200)**

|   |  |   |  |
|---|--|---|--|
| County-District Number or Vendor ID: 072-901  |  | Amendment number (for amendments only): |  |
| <b>Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)</b>         |  |   |  |
| 6   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |
|   | Describe topic/purpose/service:                              |   |  |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Grant Amount Budgeted</b>                     |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   |
|   | Contractor's supplies and materials                          |   | \$   |
|   | Contractor's other operating costs                           |   | \$   |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   |
| Total budget:   |  | \$                                      |  |
| 7   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |
|   | Describe topic/purpose/service:                              |   |  |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Grant Amount Budgeted</b>                     |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   |
|   | Contractor's supplies and materials                          |   | \$   |
|   | Contractor's other operating costs                           |   | \$   |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   |
| Total budget:   |  | \$                                      |  |
| 8   | Specify topic/purpose/service:                               |   | <input type="checkbox"/> Yes, this is a subgrant |
|   | Describe topic/purpose/service:                              |   |  |
|   | <b>Contractor's Cost Breakdown of Service to Be Provided</b> |   | <b>Grant Amount Budgeted</b>                     |
|   | Contractor's payroll costs                                   | # of positions:                         | \$   |
|   | Contractor's subgrants, subcontracts, subcontracted services |   | \$   |
|   | Contractor's supplies and materials                          |   | \$   |
|   | Contractor's other operating costs                           |   | \$   |
|   | Contractor's capital outlay (allowable for subgrants only)   |   | \$   |
| Total budget:   |  | \$                                      |  |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:       |  | \$                                      |  |
| a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:        |  | \$0                                     |  |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:                       |  | \$8532.80                               |  |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:       |  | \$0                                     |  |
| d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: |  | \$0                                     |  |
| (Sum of lines a, b, c, and d) Grand total   |  | \$8532.80                               |  |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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By TEA staff person:



**Schedule #9—Supplies and Materials (6300)**

|  |   |  |                                     |   |                              |                              |
|--|---|--|-------------------------------------|---|------------------------------|------------------------------|
| County-District Number or Vendor ID: 072-901                                 |   |  |                                     | Amendment number (for amendments only): |                              |                              |
| <b>Expense Item Description</b>  |   |  |                                     |   |                              |                              |
| 63XX   | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: |  |                                     |   | <b>Grant Amount Budgeted</b> |                              |
|  | <input type="checkbox"/> Print shop fees  | <input type="checkbox"/> Technology-related supplies | \$                                  |   |                              |                              |
|  | <input type="checkbox"/> Postage  | <input type="checkbox"/> Other:                      |                                     |   |                              |                              |
|  | <input type="checkbox"/> Copy paper   | <input type="checkbox"/> Other:                      |                                     |   |                              |                              |
| <b>Technology Hardware—Not Capitalized</b>                                   |   |  |                                     |   |                              |                              |
| 6399   | #   | Type   | Purpose                             | Quantity                                | Unit Cost                    | <b>Grant Amount Budgeted</b> |
|  | 1   | iPads  | 1:1 initiative                      | 40                                      | \$458                        | \$34270                      |
|  | 2   | Otterbox Cases                                       | Protective cases                    | 40                                      | \$89.95                      |                              |
|  | 3   | Bretford Cart  | PowerSync Cart for updates/charging | 2                                       | \$2576                       |                              |
|  | 4   | Verizon Jetpack                                      | Provide wireless service at home    | 15                                      | \$20/m                       |                              |
|  | 5   |  |                                     |   | \$                           |                              |
| 6399   | Technology software—Not capitalized   |  |                                     |   | \$                           |                              |
| 6399   | Supplies and materials associated with advisory council or committee  |  |                                     |   | \$                           |                              |
| Subtotal supplies and materials requiring specific approval:                 |   |  |                                     |   | \$                           |                              |
| Remaining 6300—Supplies and materials that do not require specific approval: |   |  |                                     |   | \$                           |                              |
| <b>Grand total:</b>  |   |  |                                     |   | <b>\$34270</b>               |                              |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #10—Other Operating Costs (6400)**

| County-District Number or Vendor ID: 072-901                                |   | Amendment number (for amendments only): |                       |
|---|---|---|-----------------------|
| Expense Item Description  |   |   | Grant Amount Budgeted |
| 64XX  | ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: |   | \$                    |
|   | <input type="checkbox"/> ESC-owned vehicle usage  | <input type="checkbox"/> Other:         |                       |
|   | <input type="checkbox"/> Insurance  | <input type="checkbox"/> Other:         |                       |
| 6411  | Out-of-state travel for employees (includes registration fees)  |   | \$                    |
|   | Specify purpose:  |   |                       |
| 6412  | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.        |   | \$                    |
|   | Specify purpose:  |   |                       |
| 6413  | Stipends for non-employees (specific approval required only for nonprofit organizations)  |   | \$                    |
|   | Specify purpose:  |   |                       |
| 6419  | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations    |   | \$                    |
|   | Specify purpose:  |   |                       |
| 6411/<br>6419   | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees                            |   | \$                    |
|   | Specify purpose:  |   |                       |
| 6429  | Actual losses that could have been covered by permissible insurance   |   | \$6760                |
| 6490  | Indemnification compensation for loss or damage   |   | \$                    |
| 6490  | Advisory council/committee travel or other expenses   |   | \$                    |
| 6499  | Membership dues in civic or community organizations (not allowable for university applicants)   |   | \$                    |
|   | Specify name and purpose of organization:   |   |                       |
| 6499  | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)  |   | \$                    |
|   | Specify purpose:  |   |                       |
| Subtotal other operating costs requiring specific approval:                 |   |   | \$                    |
| Remaining 6400—Other operating costs that do not require specific approval: |   |   | \$                    |
| <b>Grand total:</b>   |   |   | <b>\$6760</b>         |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #11—Capital Outlay (6600/15XX)**

County-District Number or Vendor ID: 072-901

Amendment number (for amendments only):

**15XX is only for use by charter schools sponsored by a nonprofit organization.**

| #   | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
|---|---------------------|----------|-----------|-----------------------|
| <b>6669/15XX—Library Books and Media (capitalized and controlled by library)</b>  |                     |          |           |                       |
| 1   |                     | N/A      | N/A       | \$                    |
| <b>66XX/15XX—Technology hardware, capitalized</b>   |                     |          |           |                       |
| 2   |                     |          | \$        | \$                    |
| 3   |                     |          | \$        | \$                    |
| 4   |                     |          | \$        | \$                    |
| 5   |                     |          | \$        | \$                    |
| 6   |                     |          | \$        | \$                    |
| 7   |                     |          | \$        | \$                    |
| 8   |                     |          | \$        | \$                    |
| 9   |                     |          | \$        | \$                    |
| 10  |                     |          | \$        | \$                    |
| 11  |                     |          | \$        | \$                    |
| <b>66XX/15XX—Technology software, capitalized</b>   |                     |          |           |                       |
| 12  |                     |          | \$        | \$                    |
| 13  |                     |          | \$        | \$                    |
| 14  |                     |          | \$        | \$                    |
| 15  |                     |          | \$        | \$                    |
| 16  |                     |          | \$        | \$                    |
| 17  |                     |          | \$        | \$                    |
| 18  |                     |          | \$        | \$                    |
| <b>66XX/15XX—Equipment, furniture, or vehicles</b>  |                     |          |           |                       |
| 19  |                     |          | \$        | \$                    |
| 20  |                     |          | \$        | \$                    |
| 21  |                     |          | \$        | \$                    |
| 22  |                     |          | \$        | \$                    |
| 23  |                     |          | \$        | \$                    |
| 24  |                     |          | \$        | \$                    |
| 25  |                     |          | \$        | \$                    |
| 26  |                     |          | \$        | \$                    |
| 27  |                     |          | \$        | \$                    |
| 28  |                     |          | \$        | \$                    |
| <b>66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life</b> |                     |          |           |                       |
| 29  |                     |          |           | \$                    |
| <b>Grand total:</b>   |                     |          |           | \$                    |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

| <b>Total enrollment:</b>         |        |            | <b>60</b>   |            |
|----------------------------------|--------|------------|---|------------|
| Category                         | Number | Percentage | Category  | Percentage |
| African American                 | 0      | N/A        | Attendance rate   | 97.8%      |
| Hispanic                         | 40     | 65.6       | Annual dropout rate (Gr 9-12)   | N/A        |
| White                            | 20     | 32.8       | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | 63%        |
| Asian                            | 0      | N/A        | TAKS commended 2011 performance, all tests (sum of all grades tested)                           | 10%        |
| Economically disadvantaged       | 45     | 73.8       | Students taking the ACT and/or SAT  | N/A        |
| Limited English proficient (LEP) | 15     | 24.6       | Average SAT score (number value, not a percentage)  | N/A        |
| Disciplinary placements          | 0      | 0%         | Average ACT score (number value, not a percentage)  | N/A        |

**Comments**

**Part 2: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type                    | PK<br>(3-4) | K | 1 | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------------------|-------------|---|---|----|---|---|---|---|---|---|---|----|----|----|-------|
| Public                         | 12          | 4 | 5 | 12 | 7 | 7 | 9 | 5 | 4 | 2 |   |    |    |    | 67    |
| Open-enrollment charter school |             |   |   |    |   |   |   |   |   |   |   |    |    |    |       |
| Public institution             |             |   |   |    |   |   |   |   |   |   |   |    |    |    |       |
| Private nonprofit              |             |   |   |    |   |   |   |   |   |   |   |    |    |    |       |
| Private for-profit             |             |   |   |    |   |   |   |   |   |   |   |    |    |    |       |
| <b>TOTAL:</b>                  | 12          | 4 | 5 | 12 | 7 | 7 | 9 | 5 | 4 | 2 |   |    |    |    | 67    |

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By TEA staff person:



**Schedule #13—Needs Assessment**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Like other small schools that rely on student enrollment to maintain existence, Three Way ISD teaching staff work diligently to maintain STAAR testing results so that we do not lose our students to neighboring districts. Despite these efforts, Three Way ISD students fell below the State average by 35% in science (State average of 80% and our average was 45%). Therefore, increasing student performance on the science portion of the STAAR exams surfaced as the number one priority when we analyze our current achievement versus our desired outcome. Due to our small size, we are fortunate in that if we raise achievement for some of our students, the percentage for this academic indicator will improve dramatically.

Not as drastic of a difference between the state average and Three Way ISD's average but surfacing as our second priority are math scores. Three Way ISD students were at 71% mastery with the state average at 79%. In our lower grades, the data is more alarming: 3<sup>rd</sup> grade math (state 69, Three Way ISD 38); 4<sup>th</sup> grade math (state 68, Three Way ISD 14); and 5<sup>th</sup> grade math (state 75, Three Way ISD 33). Understanding that if we can improve the academic performance of even a few of our students we will meet or exceed the state average, our math teachers have spent numerous hours evaluating the mathematics materials that were up for adoption this year. Knowing the individual needs of our students due to our small size, our math teachers adopted the series which includes numerous online supplemental resources to help our struggling students. However, until we can get these resources into the hands of our students, we are concerned that our math scores will not improve.

Our third priority is another academic area that needs improvement – writing at 38% for our 4<sup>th</sup> graders. Our students fell 33% below the state average of 71%. With free online resources such as Google Docs, the teaching staff at Three Way ISD are eager to implement new instructional tools that will increase the writing skills of our students. Again, until we face and conquer the challenge of getting the resources into the hands of every student, these resources will only be available to a small population of our students who have the technology and Internet access available to them.

Before entering into the ePlan System the technology plan for Three Way ISD in the fall of 2014, Three Way ISD conducted an extensive, systematic needs assessment to identify and prioritize needs. We utilized the STaR Chart tool and a needs assessment survey to gather information from teachers, staff, administrators and students. These surveys provided suggestions on school technology implementations that would benefit the school. In addition, an extensive hardware and software inventory was conducted.

Three Way ISD administration and staff know that the 1:1 technology to student ratio allows teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. In traditional instruction, not involving the use of technology, teaching and learning was typically undifferentiated. Our teachers lectured to the entire class, largely unable to adapt to students' readiness levels or learning styles. With 1:1 technology, assignments are now differentiated or even individualized through the use of technology that gets harder or easier based on previous student responses. However, due to budget constraints, Three Way ISD has only been able to purchase 35 iPads for implementation of a 1:1 technology device to student ratio. However, 35 devices only provided us enough devices to be utilized on a temporary checkout basis for product-based instructional lessons/assignments. Adding additional iPads so that truly every student at Three Way ISD has their own device was identified as our fourth need after conducting our needs assessment.

The newly adopted math as well as the science instructional materials that will be implemented in the fall of 2014 are rich in online supplemental resources that can be used to assist our students in their academic progress. In addition, online applications such as Google Docs can be utilized to assist our students with their writing skills. If we can implement a 1:1 technology device to student ratio, we found during our needs assessment process that approximately 75% of our students do not have Internet access at home. So despite the new and innovative techniques our teaching staff would like to implement such as the "flipped classroom", without Internet access at home, this will not work. Our fifth and final priority is to provide Internet access at home to the students who are not afforded this for their educational advancement.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Identified Need   | How Implemented Grant Program Would Address  |
|----|---|--|
| 1. | Increase science scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments was 45%. That is 35% behind the State average of 80%.                                 | If awarded this grant, our instructional approach in science would change. Our teachers would not be limited to just science materials and equipment as part of their instruction. They could utilize technology for individual assignments and projects which encourages independent learning and creativity which research shows results in higher test scores. In addition, the online supplemental science materials (including virtual labs) which accompany the science adoption would be fully utilized as well.  |
| 2. | Increase math scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments was 71%. That is 8% behind the State average of 79%.                                     | When evaluating the math adoption materials that will be implemented in our classrooms in the fall of 2014, our staff members also analyzed the supplemental materials that would accompany each adoption. The adoption we chose includes online math supplemental programs which include but not limited to personal tutors, animations, e-help, interactive personal tutors and virtual manipulatives and activities. Grant funds would give us the opportunity to put these digital applications in the hands of our students so that they can learn concepts in a visual/tangible way. |
| 3. | Increase writing scores as assessed by the STAAR test. Our percentage of students who Met or Exceeded Progress on the STAAR Mathematics assessments was 38% for our 4 <sup>th</sup> graders. That is 33% behind the State average of 71%. | Three Way ISD staff members have identified several programs they could utilize to increase the students' writing skills if grant funds were received including but not limited to: Google Docs so that their peers can edit and aid them in their writings and several iPad apps (Scribble Press, SparkleFish, Grammar Up). By implementing this one-to-one initiative with students starting in the younger grades, our goal is to increase writing scores when writing is tested in the 4 <sup>th</sup> grade and then again in the 7 <sup>th</sup> grade.                              |
| 4. | Provide access to a personal computing device for students to complete instructional/supplemental assignments and to enhance their instruction both at school and at home.  | Three Way ISD instructional staff members constantly research and implement instructional strategies that promote active participation and engagement in their classrooms. However, with limited technology resources, these strategies have been limited to class project applications when the technology resources were available. If awarded this grant, students would have the technology available to them so that teachers can daily implement the research-based strategies that can increase participation and engagement by our students.                                       |
| 5. | Provide Internet access at home for students who are not afforded this resource in an effort to level the playing field for all of our students.  | Understanding that the Internet allows students to gain insight to resources and information that will help them gain a better understanding of subject matter, grant funds will be used to provide Internet access in the homes of those students who do not have this available to them. This will equalize the playing field and will allow students the advantage of increased learning opportunities and will allow struggling students access to interactive resources.  |

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**Schedule #14—Management Plan**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title                         | Desired Qualifications, Experience, Certifications   |
|----|-------------------------------|--|
| 1. | Grant Coordinator             | The Grant Coordinator must have experience in analyzing grant objectives, setting timelines and expectations for completion of grant activities, and conducting an extensive evaluation to analyze if objectives have been met.  |
| 2. | Business Manager              | The Business Manager must have extensive knowledge on budgets, on ordering and insuring of equipment on bidding and procurement laws, and on the Follett library automation system. This person must be trustworthy, accountable, and honest to assure assets are accounted for.         |
| 3. | Counselor/Testing Coordinator | The Counselor/Testing Coordinator must be proficient in analyzing STAAR test results and in determining by benchmark testing the areas that still require improvement. This person must have excellent communication skills so that the instructional staff understand required changes. |
| 4. | Technology Director           | The Technology Director must be able to troubleshoot devices, image devices, update devices, maintain and secure the network. They must possess a working knowledge of the Lightspeed device that will be utilized for content filtering even on the devices the students take home.     |
| 5. | Tech Apps Teacher             | The Technology Applications Teacher will be responsible for teaching all students the Digital Citizenship component of the Technology Application TEKS before any devices are checked out. This person will also provide additional technical assistance as needed.                      |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective   | Milestone   | Begin Activity | End Activity |
|----|---|---|----------------|--------------|
| 1. | Plan for the implementation of the grant                | 1. Develop policies and procedures including AUP    | 06/15/2014     | 08/01/2014   |
|    |   | 2. Provide PD for teachers and staff                | 06/01/2014     | 08/15/2014   |
|    |   | 3. Develop Tech Grant Committee                     | 08/15/2014     | 08/31/2016   |
|    |   | 4. Prepare secure location for equipment            | 07/15/2014     | 07/15/2014   |
|    |   | 5. Establish student eligibility                    | 09/10/2014     | 08/31/2016   |
| 2. | Prepare equipment and check out equipment               | 1. Develop specs, receive bids, and award           | 08/05/2014     | 10/03/2014   |
|    |   | 2. Barcode equipment                                | 10/06/2014     | 10/08/2014   |
|    |   | 3. Image iPads                                      | 10/08/2014     | 10/10/2014   |
|    |   | 4. Hold orientation meeting for families            | 10/14/2014     | 10/14/2014   |
|    |   | 5. Collect agreements, inventory, check out iPads   | 10/14/2014     | 10/17/2014   |
| 3. | Implement grant objectives and monitor progress         | 1. Principals conduct walkthroughs and adjust       | 10/20/2014     | 08/31/2016   |
|    |   | 2. Hold committee meetings and adjust               | 09/02/2014     | 08/31/2016   |
|    |   | 3. Random checks on iPads of downloads/content      | 10/20/2014     | 08/31/2016   |
|    |   | 4. Online supplemental curriculum utilized          | 10/20/2014     | 08/31/2016   |
|    |   | 5. Online writing apps and programs utilized        | 10/20/2014     | 08/31/2016   |
| 4. | Evaluate effectiveness                                  | 1. Conduct benchmark testing and adjust instruction | 11/03/2014     | 05/27/2016   |
|    |   | 2. Examine disciplinary- illegal downloads/content  | 10/20/2014     | 08/31/2016   |
|    |   | 3. Evaluate STAAR testing results                   | 05/05/2015     | 05/03/2016   |
|    |   | 4. Examine instructional changes to improve scores  | 11/10/2014     | 08/31/2016   |
|    |   | 5. Evaluate quality of lesson plans submitted       | 11/10/2014     | 08/31/2016   |
| 5. | Check in equipment and prepare for the next school year | 1. Students turn in iPads                           | 05/22/2015     | 05/20/2016   |
|    |   | 2. Conduct inventory                                | 05/26/2015     | 05/23/2016   |
|    |   | 3. Re-image iPads for the next school year          | 06/01/2015     | 06/04/2016   |
|    |   | 4. Secure equipment                                 | 10/03/2014     | 08/31/2016   |
|    |   | 5. Repair / replace as needed                       | 10/03/2014     | 08/31/2016   |

**Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our existing library automation system will be utilized for the checking in and out of equipment. By using this system, we can easily monitor the usage of the newly acquired technology and maintain accurate inventory records. Knowing this one-to-one initiative opens the door to inappropriate use of this technology, our Superintendent (who is the only administrator for Three Way ISD) will receive extensive training before any iPad is checked out. He will be trained on how to look at the browsing history and illegal downloads and how to report inappropriate/illegal activity. We will also utilize our existing content filtering device as well as the filtering option available from our hot spot provider for these iPads so that when the students access the Internet from home, content will be filtered.

If awarded this grant, our students would now have access to the supplemental online science and math materials and several online tools that would assist in teaching writing skills. Since our goals include seeing a continuous improvement in our science, math and writing test scores, benchmark tests will serve as a monitoring indicator. Upon completion of benchmark tests, the Counselor/Testing Coordinator will distribute these results with all staff. Instructional staff members will bring to the table any modifications/adjustments that need to be made to assure that our students are utilizing all components of the supplemental instructional materials that were purchased with the newly adopted science and math textbooks.

If awarded this grant, Three Way ISD would develop a Tech Grant Committee that would meet every two weeks during the first two months of the grant period and every month for the remainder of the grant period. We are fortunate in that our small size allows for all instructional staff members to serve on the Tech Grant Committee. Also serving on this committee will be our Superintendent, Grant Coordinator, Business Manager, and Technology Director. By having such a diverse group, all aspects and objectives, timelines, and milestones of the grant can be analyzed, discussed and then modified as needed. This committee will devote time during each meeting to discuss how the iPads are being implemented in the instructional setting and at home in effort to meet grant objectives.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Three Way ISD has 35 iPads that are utilized on campus by our students in grades 3-8 to supplement instruction. These devices are checked out through the library. Due to the large percentage of students who do not have Internet access at home, these devices have been limited to school use only. Our plan is to utilize our existing iPads and the 40 newly acquired iPads from this grant to effectively maximize grant funds and provide a one-to-one initiative for all of our students. Hot spots would then provide off-campus Internet access to those needing this service.

For all project participants to remain committed to the project's success, fundamental principles must be established and understood including but not limited to vision, commitment, and trust. In surveying our instructional staff members, all of them understand the larger picture and the desired outcomes of this grant. They understand the vision. Concerning commitment, some worried that this project would mean long hours, while others thought their jobs would be on the line if productivity/test scores did not increase. After expectations were defined, all stakeholders who would carry out the grant objectives were committed. Three Way ISD administration understand that trust means confidence in team leadership and vision. When trust prevails, team members are more willing to go through a difficult process, supported through ups, downs, risk and potential loss. Therefore, to maintain trust and forward movement in accomplishing objectives, administrators must continually follow these steps: list the unknowns, assess worst case scenarios and their survivability; and research the unknowns. During Tech Grant Committee meetings, we will continue to communicate leadership's commitment, to elicit and address stakeholders' doubts, and to work on maintaining trust not only in administration but in each team member.

As an added benefit and incentive for staff to remain committed to the project's success, local funds and federal funds will be utilized for staff development. Staff will have the opportunity to participate in workshops and to attend conferences to enhance their technology integration techniques and skills.

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By TEA staff person:



**Schedule #15—Project Evaluation**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process  | Associated Indicator of Accomplishment |   |
|----|--|--|---|
| 1. | STAAR Science Results  | 1.                                     | STAAR testing results meet or exceed State average for science            |
|    |  | 2.                                     | Increased # of students receiving commended performance on STAAR          |
|    |  | 3.                                     | Increased progress as measured on benchmark testing                       |
| 2. | STAAR Math Results   | 1.                                     | STAAR testing results meet or exceed State average for math               |
|    |  | 2.                                     | Increased # of students receiving commended performance on STAAR          |
|    |  | 3.                                     | Increased progress as measured on benchmark testing                       |
| 3. | STAAR Writing Results  | 1.                                     | STAAR testing results meet or exceed State average for writing            |
|    |  | 2.                                     | Increased # of students receiving commended performance on STAAR          |
|    |  | 3.                                     | Increased progress as measured on benchmark testing                       |
| 4. | Number of project-based learning activities which utilize technology | 1.                                     | Percentage of economically disadvantaged students checking out hot spots  |
|    |  | 2.                                     | Increased number of student assignments submitted electronically          |
|    |  | 3.                                     | Increase in the number of technology-based lesson plans submitted         |
| 5. | Number of online supplemental programs utilized by teachers          | 1.                                     | Number of online supplemental science, math and writing programs utilized |
|    |  | 2.                                     | Decreased number of staff denied credit on technology indicator in PDAS   |
|    |  | 3.                                     | Increased number of teachers attending technology training sessions       |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key to our formative evaluation process is benchmark testing. These results will be utilized to assess instructional changes that need to occur in the classroom. Positive results will be used as an indicator of successful practices that were implemented that have made a difference in student achievement. Negative results will be used to make modifications and adjustments in the teaching process which also might include additional staff development for our teachers. Also key in this formative evaluation process is evaluating the number of project-based activities which utilize technology that the teachers have implemented in their classrooms since grant funds were received. Administrator walk-throughs, lesson plans turned in by the teachers, and log books that document the checkout of the hot spots will serve as documentation and can be used to make modifications and adjustments with teaching staff. If walk-throughs by the Superintendent/Principal or submission of lesson plans indicate that the teacher is rarely utilizing online technology resources to supplement and enhance their instruction, additional staff development shall be provided. If technology utilization in the classroom does not increase after training, corrective action will be taken.

Three Way ISD will rely heavily on the Tech Grant Committee to help identify problems with project delivery. Since these meetings will be held in an informal environment, staff will be given the opportunity to provide input so that corrective action can be taken throughout the project. This team will meet every two weeks during the first 60 days of the grant period followed by monthly meetings to discuss academic and program policies. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments and feedback during the project.

Key to our summative evaluation are several key components including science, math and writing scores as assessed by the STAAR exams. This data will be obtained from our Testing Coordinator. With the grant cycle encompassing two academic years, this data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions and change instructional strategies to those that will positively affect student achievement outcomes as measured on these exams.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Three Way ISD has 35 iPads for student use. These iPads have been checked out for use by our students while on campus but have not been taken off campus. The main reason these devices have not been checked out to our students is because of the limited number of students who have Internet access at their home. For the technology lending program proposed in this grant to be successful, Three Way ISD's staff members targeted the following steps and will follow these steps as we implement this program:

- 1) Develop a Plan – Understanding that this grant will allow us to implement technology in the classroom, to make education more effective and to offer students new resources and options, instructional staff members had to develop a clear plan that targets the ways in which the technology will be applied in their classrooms. They have identified not only online supplemental materials they plan to utilize but also researched-based software applications that have proven positive student results.
- 2) Prepare Teachers- Effective technology use requires professional development for teachers. They must understand not only the functions of the hardware and software, but how to implement the technology into their instructional setting. Additionally, teachers need to revise their teaching strategies in order to have a positive impact on student learning. Therefore, Three Way ISD has budgeted local and federal funds for technology staff development.
- 3) Research/Purchase Hardware- Three Way ISD's administration knows that the amount and type of hardware in a classroom will significantly affect the use and effectiveness of educational technology. Instructional staff members presently have a computer and a Promethean board in their classroom but do not have enough devices for individualized project-based lessons. With grant funds, our teachers can implement the technology-based lessons and/or projects. Three Way ISD's administration further understands that sufficient bandwidth must be in place as well as adequate wireless access points if we want the technology to be utilized effectively in the classrooms. Local funds have been combined with E-Rate assistance so that bandwidth and/or wireless access points do not slow forward progress in technology implementation in the classrooms.
- 4) Evaluate/Purchase Software and/or Instructional Materials-These type of purchases should be driven by the curriculum, not the other way around. Any software or instructional materials purchased at Three Way ISD must support the development and implementation of the school curriculum and learning goals. An extensive evaluation process (including the development of an evaluation rubric) will take place before any local funds are utilized for purchasing software and/or instructional materials.

With a well-developed plan in place, instructional staff members who are prepared for implementation, and sufficient bandwidth and wireless access points in place, we will utilize grant funds to purchase hardware to enhance its existing technology lending program so that the students can take home an iPad. If grant funds are awarded, we will purchase enough iPads to put a device in the hands of every student – enhancing the technology integration plan that Three Way ISD has started. Local funds will be used for purchasing software and instructional materials so that students will be provided the opportunity to acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process, and synthesize information.

Even though Three Way ISD is a small, rural school district, we understand that we must develop and implement a technology lending program that equips our students with the tools necessary to engage in technology-based projects, to complete Performance Acknowledgements, and to obtain a higher rating as assessed by the accountability system. Our goal is for our students to learn the analysis and problem-solving skills so they can compete with their peers in larger, richer districts.

Tony Wagner presented a list of seven "survival skills" that students need to succeed in today's information-age world, taken from his book *The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—And What We Can do About It*. He state that it is a school's job to make sure students have these skills before graduating, he said: 1. Problem-solving and critical thinking; 2. Collaboration across networks and leading by influence; 3. Agility and adaptability; 4. Initiative and entrepreneurship; 5. Effective written and oral communication; 6. Accessing and analyzing information; and 7. Curiosity and imagination. Three Way ISD staff members are familiar with and are committed to utilizing technology to assist in teaching these skills if awarded these grant funds.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**Statutory Requirement 2:** If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Three Way ISD's Mission Statement: The District is committed to providing a quality education to meet the varied needs of a diverse student population. Every learner shall have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen. Our goals for every student:-Provide a safe learning environment that is both fun and innovative-Provide a staff development program that prepares our employees to meet the educational needs of our students-Utilize all district resources effectively and efficiently to the maximum benefit of its students-Provide an effective, integrated technology system for management, communication, and classroom instruction-Provide students, programs, and policies which are supported by actively involved parents and community members-Offer a curriculum which is aligned throughout grade levels, emphasizes critical thinking and application, and meets the social and emotional experiences and needs of all students.

Grant funds would allow Three Way ISD to further fulfill our mission of providing a quality education for our students and giving them the opportunity to be challenged, successful, and prepared for the future. Knowing that technology is used every day in most jobs, grant activities proposed in this grant align directly with our district's goals of preparing our teachers first (to meet the educational needs of our students) and then our students (environment that is innovative; an effective, integrated technology system; and a curriculum that meets their needs). Three Way ISD staff members understand that this grant will result in increased technology utilization which increases opportunities for individualized learning. When our staff utilize the technology proposed in this grant, our students will be exposed and be able to learn life-long skills they will need in the work place. Researching and synthesizing information and then presenting it in an organized, analytical format and receiving feedback –all of which the technology tools in this grant can aid in - are skills that our students need to be responsible and productive citizens.

#### Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 2:** Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential

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access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD is a one campus district. Due to our small size, we did not have to prioritize campuses when exploring options on the best ways to serve our students and to give them their own technology device.

Three Way ISD's student population is 83.5% economically disadvantaged as reported on PEIMS. However, we understand that some of these students might have Internet access at home and some of the students who are not categorized as economically disadvantaged might not have Internet access at their home. Therefore, to ensure equitable access at the home, we have included in this grant the purchasing of hot spots. These hot spots would allow anytime/anywhere Internet access for the students. We will allow our students to check out these hot spots, only after Three Way ISD has received parental permission as indicated on the Technology Lending Program Agreement. We will be utilizing our existing library automation system for inventory control as well as for check out of these hot spots. To insure that the students who have the greatest need receive these cards, Three Way ISD will issue "Technology Use Cards" similar to a library card to all students and have a special code on these Technology Use Cards for students identified as economically disadvantaged. The Business Manager will check these cards before distributing the hot spots, assuring that students with the greatest need have Internet access.

Three Way ISD presently utilizes Lightspeed for content filtering at the district. Additional software can be installed on each device for content filtering when the students are away from the district. If awarded this grant, this software will be installed on each device and will filter content even on the devices utilized from the students' homes, keeping them CIPA (Children Internet Protection Act) compliant.

At Three Way ISD, our special needs students would benefit greatly if we were awarded this grant. There is no doubt that technology has the potential to act as an equalizer by freeing many students from their disability in a way that allows them to achieve their true potential. More widespread use of technology would meet both the legal requirements and the intent of the laws calling for students with special needs to be educated in the least restrictive environment. To meet the needs of students with disabilities within regular classrooms, all teachers, both those in regular education and those with students identified as special education, will receive training in how technology can be used if they request it.

Clearly, leveling the playing field outside school is a huge task for Three Way ISD. When it comes to technology, we have worked on addressing this issue through after-school programs and the 35 iPads that we currently check out to our students. Only some of our student population have the resources available to do online and computer work at home, so the choices of our instructional staff assigning after-school technology work is not an option. If awarded this grant, our teachers would be afforded the opportunity to integrate technology daily into their instructional settings. All of our students can become very media and tech savvy, engaging in learning that extends far beyond the traditional standardized set of content. More importantly, the students at Three Way ISD would not experience the digital divide because all students would have access to the same resources. Even though Three Way ISD is a small, rural school district, grant funds would allow our students to have the same opportunities as students who attend larger, richer, urban schools.

#### **Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 3:** Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to

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Three Way ISD's instructional staff members understand that technology integration can bring changes to teachers' instructional role in the classroom. They understand that their role in a technology-infused classroom will often times shift to that of a facilitator or coach rather than a lecturer. Our teachers know that technology allows our students to be self-directed and cooperative in their learning. In using technology, a student will not need the teacher to directly instruct him or her on each new piece of material but instead technology will breed more cooperative learning since the teacher takes a step back and does not act as the sole adviser to the learning process. This in turn will reduce behavioral problems since the student will be more on task.

Instructional staff members also understand the importance of implementing in their instruction project-based learning activities. Proponents of project-based learning cite numerous benefits to the implementation of these strategies in the classroom including a greater depth of understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. In addition, by allowing a student to use technology in projects, our teachers will create more authentic learning and will keep students engaged in the development of their ideas. Jan Gahala of The North Central Regional Education Library explains that children can use PowerPoint, create websites, send email and take part in teleconferencing to expand the world of learning. Knowing that others will see the final product, whether it be through a video chat with another school or a website, will make the student care more deeply about the final product. At Three Way ISD, we are committed to utilizing technology to expand our students' world of learning.

Our instructional staff members have already aligned their instruction to this "facilitator" approach and have aligned several assignments to be project-based. Currently Three Way ISD's curriculum and instruction is centered on the principles of encouraging independent learning and creativity by our students and promoting active participation and engagement by all our students. Technology in the classroom can provide invaluable tools and resources to augment traditional curriculum and afford us the opportunity to have active, not passive learners in our classrooms. With effective training and the technology devices in the hands of our students, we know our teachers can diversify lessons, help keep student interest, teach research skills and cooperation and prepare students for jobs in which technology is necessary and integrated every day.

Lastly, with the new math and science digital curriculum and the availability of Internet access at home, the "flipped classroom" concept can be implemented so students can be introduced to the lesson at home and have more face-to-face practice or support from their teacher during the regular school day. The flipped classroom is a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework (assigned problems) is now done in class with teachers offering more personalized guidance and interaction with students instead of lecturing. The concept is very sound and will allow our teachers to more efficiently use the fact-to-face time they have with students. However, with the technology and Internet access not available in the homes of all of our students, we have not been able to try this concept.

Three Way ISD's administration has spent an extensive amount of time developing classroom management policies and acceptable use practices and have outlined these in the district's Acceptable Use Policy. These policies will be reviewed with the students the first week of school.

Three Way ISD's Teacher Handbook addresses in Policy DH, personal use of electronic media and use of electronic media with students. As more devices are implemented and utilized by our students, these policies will be reviewed and reinforced. Staff development time in August will be devoted to covering these documents with our teachers before any devices are issued.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 4:** Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD staff understand that when technology is integrated into the curriculum, it revolutionizes the learning process. Technology utilization in the classroom can increase student engagement and can improve classroom practices. According to the U.S. Department of Education, students who use technology in their classes have better attendance rates and lower dropout rates than their peers who do not use technology in school. Therefore, even though Three Way ISD is a small district, we have worked diligently to integrate electronic instructional materials in our foundation curriculum areas. In surveying our teachers, please find below some of the electronic instructional materials they are presently utilizing.

**PK & K**Reading: Lexia Reading Program, IStation and Reading AtoZMath: Texas MathematicsReading and Math: ABCya and StarFallScience/Social Studies: BrainPOPFor all Subjects: Scholastic, YouTube, PBS kids, etc.**First Grade**Reading: IStation and Reading AtoZMath: PBSkids.org and IXL.comScience/Social Studies: BrainPOP**Second Grade**English/Language Arts: Istation and PBSkids.orgMath: PBSkids.org and IXL.comScience: PBSkids.org, Discoveryeducation.com and Kids.nationalgeographic.com**Third and Fourth Grade**Math and Science: BrainPOP and BrainPOPjr as well as UnitedStreamingEnglish/Language Arts: BrainPOP and BrainPOPjr, ABCya.com (Letters Section), and Freerice.comSocial Studies: BrainPOP and BrainPOPjr, Abcya.com geography games and Freerice.com**Fifth, Sixth, Seventh and Eighth Grade**Math: BrainPOP, Educreation, Getthemath.com, Freerice.com, Realworldmath.com, Picaboo, Edmodo, Virtual manipulations and Ixl.comEnglish/Language Arts: BrainPOP, Spellingcity.com, MLA, Educreation, Mobymax and Teachertube.comSocial Studies: BrainPOP and Youtube.comScience: BrainPOP and Tpwd.com

Following the state's textbook adoption cycle, Three Way ISD has new instructional materials for Science K-12, Math K-8 and Technology Applications that will be utilized starting in August of 2014. As part of the selection criteria, committees looked at the quality, quantity and the amount of support materials for struggling students that the supplemental materials associated with each publisher had to offer. Knowing that the majority of these electronic instructional materials can be used for one-on-one instruction with our students, Three Way ISD is in desperate need of these grant funds to provide our students with the devices to utilize these materials to their fullest extent.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 5:** Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our science and math teachers have received training from the textbook publisher on the online supplemental materials that accompanied the current adoption that will be implemented in our classrooms starting in August, 2014. These online supplemental materials have endless digital possibilities that stimulate the ability of students to be involved in projects that exercise higher order thinking and problem solving skills.

Three Way ISD staff recognize that bringing technology tools into the classroom does not necessarily mean that teachers have the knowledge and skill level to leverage them to develop the skills the students need to succeed in college or the work force. The staff further understand that meaningful change comes from long-term professional development in which newly acquired skills are learned, practiced and then refined. Three Way ISD devoted an entire day during August staff development to focus on how to utilize an iPad in the instructional setting. Additionally, for the past several months our staff meetings have focused the majority of the time for staff members to share with their colleagues successful technology integration ideas and practices that have worked well. This practice continues because Three Way ISD staff understand that technology mentoring and/or follow-up training is necessary to help trained teachers to digest and implement what they obtained from the initial technology training.

If awarded this grant, our Superintendent/Principal will receive additional training on how to look at the browsing history and illegal downloads and how to report inappropriate/illegal activity. Our writing teachers will attend additional training on Google Docs. Our Technology Director will attend additional training sessions on content filtering which can be utilized on the iPads that the students will be taking home. Local funds will be utilized to pay for these training sessions as well as any other requested technology integration trainings requested by our teaching staff.

**TEA Program Requirement 6:** Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's Technology Plan includes implementing a one-to-one student to computer ratio. However, with limited funds available, we have only been able to purchase 35 iPads for student use. Knowing our long-range plan in this area, we immediately recognized that 10Mbps to our Internet Service Provider (Region 11 ESC) was not sufficient bandwidth as more handheld devices are implemented. In the fall of 2013, we placed on our E-Rate 471 requests for bids on 50Mbps. We awarded this to a local company (NextLink) which will provide us the 50Mbps of transport to Region 11 ESC starting July 1, 2014. Region 11 ESC will still provide us with Internet access. With increasing our Internet bandwidth from 10Mbps to 50Mbps starting July 1<sup>st</sup>, we feel confident this is adequate to support students' anticipated use.

The entire wiring infrastructure at Three Way ISD is cat5e with copper connecting each building. Our switches and border router are functioning well, but will be replaced within the next three years due to their age. There are 5 wireless access points throughout the district. Three of them are linksys wap54g, and two of them are 3Com. When we installed these wireless access points for anytime/anywhere access for our students, we made certain this Internet traffic routed through our content filter. These access points have been adequate in covering our entire campus. However, purchasing upgrades to these access points as they age is part of our technology plan as well.

Three Way ISD has three servers; 2 domain controllers, 1 of which also serves as DHCP, the other is a file server. The infrastructure utilized by staff and students consists of one lab with 19 computers, 17 are running Windows XP and two are running Windows 7. All teachers are using laptops with Windows XP and the machines are less than one year old. In addition, we have six mini labs in three different classrooms that have three computers in each one.

Our existing library automation system will be utilized for inventory control and for the checking in and out of devices. Usage reports that can be pulled from this system will be presented to the Technology Grant Committee so that modifications and adjustments can be made as needed. This system is also adequate to support these functions.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 7:** Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded this grant, Three Way ISD would implement a multi-step process before providing internet access to our students' homes. The first step would be to have our students with one of their parents attend an after-school program where the school would outline the appropriate computer/iPad usage and the proper care of a computing device. The school would inform the students and parents of the consequences of inappropriate technology use and the cost of repairs to the iPad due to neglect. Students and their parents would be required to sign a Technology Lending Agreement. This agreement would outline the expectations and rules for the iPad to be taken off campus. This agreement would state the purpose of this program, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file along with the signature page from the Acceptable Use Policy, the student will be issued a Technology Use Card making them eligible to check out an iPad from the library. Any student can check out a device, with priority given to the students with the greatest need. When the student goes to the library they will check out an iPad for home use just like they would a library book. The device is checked out to the student and tracked with the library automated system.

If the student does not have internet access at their home, they can also check out a hot spot. An economically disadvantaged students' Technology Use Card will be coded differently but look the same as all others and will be utilized to prioritize the checkout of these hot spots. These devices will be provided to the students utilizing the existing library automation system. With these hot spots, the students will be able to receive internet access at their homes as well as remote locations. These hot spots must be checked back in on the return date assigned.

Knowing that this one-to-one initiative opens the door to inappropriate use of this technology, Three Way ISD will utilize our existing content filter. Lightspeed has software called Lightspeed Mobile Device Manager which can be installed on the iPads which filters content even from the students' homes and remote locations. Our Superintendent will conduct periodic and random monitoring checks. He will look at the browsing history, look for illegal downloads, and will report inappropriate/illegal activity to the building-level principal who will follow the policies in place for disciplinary actions.

**TEA Program Requirement 8:** Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without continuous technical support, technology integration in the classroom will never be satisfactorily achieved because most teachers have either heard or have experienced equipment failure, software complexity, data loss, embarrassments, and frustration. When teachers are trying to use technology in their classrooms and they encounter difficulties, they need immediate help and support. Timing is everything, particularly when it comes to technology. According to Technology and Education Reform, a U.S. Department of Education report by Singh and Means (1994), "If technical problems arise frequently and teachers have to wait hours, days, or weeks to get them resolved, they will abandon their efforts to incorporate technology."

Perhaps the best situation is having a technical specialist in the building whose role is to provide technical support on a full-time basis. However, due to our small size and budgetary constraints, technical assistance is provided on a contractual basis with a company located in a neighboring town. This company provides onsite assistance once a week and remote help daily. We are fortunate in that we receive assistance from the owner of the company who has worked on our network and infrastructure, has years of experience with working with the hardware and software in the classrooms, and who knows our staff. Gant funds have been requested for additional "time" for this contractor once the additional hardware is purchased and utilized because he serves as our district's main point of contact for technical support. The district also receives support from Region 11 Education Service Center on an as-needed basis. Lastly, our Internet service provider has given Three Way ISD's Superintendent the cell phone number of their Director of Network Operations. This person is available for after-hours support as well.

Three Way ISD prides itself on the technology expertise of our staff members. As students need technical assistance, school personnel that are familiar with our technology are their first point of contact. Our Technology Applications Teacher is also an excellent resource for troubleshooting assistance.

All teachers are also familiar with the IEP (Individual Education Plan) of special needs students and will utilize this plan as the guideline in providing these students which specialized assistance in technology-based projects.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 9:** Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The additional iPads requested with these grant funds will allow more access as well as an avenue to access the Internet for students from their home who do not currently have access due to their economic situation. If awarded this grant, this program will also allow one-to-one access by students in grades PreK-8, eliminating any chance of competing needs or demands for grant-funded iPads. All students will have the same access to an electronic device since distribution will be through the current library automation system. As an instructional tool, the technology requested in this grant will help all our students master basic and advanced skills required for the world of work. As an assessment tool, the technology requested will yield meaningful and on-demand information about students' progress and accomplishments. As a motivational tool, research shows that these devices will positively impact our students' attitudes toward learning, self-confidence, and self-esteem.

The Superintendent and Business Manager will coordinate the distribution and monitoring of the devices. They will also distribute and collect the student and parent Technology Lending Agreement Form. The Business Manager will check-out the iPads and hot spots and also check them in. She will also maintain a master calendar of project-based and collaborative learning activities in which the teachers anticipate a high demand for the hot spots. The Business Manager will distribute these hot spots to economically disadvantaged students first – those that have a technology use card with the special code. All classroom teachers and students checking out these devices will be trained on inappropriate usage and proper handling.

Like any computer, the iPad requires a little bit of maintenance to keep it running smooth and efficiently. This includes protecting your iPad from harm, cleaning it, as well as keeping it running fast and free from viruses. Accidents happen no matter how careful our students are with their device. Because of its thin design, a simple drop could lead to a cracked screen as well as a sizable dent out of the iPad. So before any iPad is issued to a student, a case will be purchased and will accompany the device when checked out. Keeping iOS updated will make sure our students have the latest security updates as well as fixing various bugs found in the operating system which will help their iPad run smoother. Updates to these devices will be done by the Technology Director. Students will be shown how to reboot their iPad which is one of the first steps for troubleshooting any problems they may have.

Any damage or misuse of the equipment will be reported to the office. The Technology Director will repair minor damages but will utilize the maintenance agreement purchased with these iPads for major repairs. Damages caused by misuse will be reported to and handled by the Superintendent. The misuse policy will be published in our student handbook and posted on our web-site for full disclosure to our students and parents.

If awarded this grant, teachers will not have to compete for computer usage due to the one-to-one ratio and scheduling. The devices will also be insured for loss and be equipped with an internal tracking device. At the end of each year the devices will be inventoried and cleaned as well as reimaged by the Technology Director.

Three Way ISD is committed to a technology-rich environment for our students. Computers, interactive white boards, iPads, scanners and other electronic devices are used daily to enhance the instruction in our school. Many applications are used on a daily basis including BrainPop, Lexia Reading Program, ABCya and many more. The only thing that hinders our usage of technology is an adequate amount of devices for our students and their Internet access at home. If awarded this Technology Lending Program Grant, Three Way ISD's vision of providing every student an up-to-date technology-rich environment would be fulfilled.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

**TEA Program Requirement 10:** Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's local policy states that all equipment purchases over \$500 are inventoried, barcoded and added to the insurance policy. Our Business Manager is responsible for maintaining and updating the district's equipment inventory. These records include the model number, serial number, and wifi and Bluetooth addresses. Once devices are added to the district inventory list, they are given to the Business Manager who is responsible for assigning and attaching barcodes and adding this to the Follett Library Automation System. On a quarterly basis, our Business Manager reviews insurance policies to assure that sufficient insurance coverage exists for district owned facilities and inventory. Three Way ISD also maintains a separate spreadsheet with the model and serial numbers of equipment should the Follett system fail.

If awarded these grant funds, the procedures outlined above will be implemented for all iPads purchased. The iPads will also have a tracking feature installed on them.

At the end of each school year, each device will be checked in utilizing the Follett Library System. Once checked in, these devices will be stored in the computer lab room. Three Way ISD utilizes this room because it is not only secure but also has a security camera. This room is also conveniently accessible by our Technology Director who will be responsible for reimaging these devices during the summer before the checkout process begins again in August.

**TEA Program Requirement 11:** Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's Internet service provider has on staff the former Director of Technology for Region 9 Education Service Center. In her previous position, she assisted the schools in her region who received the previous Technology Lending Program Grant with the revamping of their Acceptable/Responsible Use Policy as well as developing a Technology Lending Agreement. She has offered to share these already developed documents with us with the understanding that we can modify/edit as needed.

If awarded this grant, Three Way ISD would implement a multi-step process when providing internet access to our students' homes. The first step would be to have our students with one of their parents attend an appropriate technology usage program where the school would outline the appropriate computer usage, responsible use of the district's digital resources and the Internet, and the proper care of an iPad. After this step the students and their parents would be required to sign this newly developed and adopted Technology Lending Agreement. This agreement is a binding contract that outlines the expectations and rules for the iPad to be taken off campus. This agreement states the purpose of the use, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file, the student is eligible to check out an iPad. When iPads are received by the district, content filtering software will be installed on every device.

Currently, 7th grade students at Three Way ISD are enrolled in a technology applications class in which Digital Citizenship is taught. If awarded this grant, all students will be taught this component of the Technology Application TEKS prior to the ending of the first six weeks of school and before they are allowed to check out an iPad. Completion of this course will be contingent upon the student receiving their technology lending card which will be used for checkout of equipment. The hot spots will only be checked out after the students have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS.

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